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ABSTRACT

The Department of Foreign Languages at Tarrant County (Texas) Junior College (TCJC) places primary instructional emphasis in elementary and intermediate language courses on the development of students' oral communication competence. Noting the differences in the oral proficiency of TCJC students and that of area high school graduates seeking advanced placement into intermediate-level language courses at TCJC, the department decided to initiate a program to encourage high school foreign language faculty to increase their oral emphasis in the classroom. The program began in fall 1983, as a series of advanced-level conversation classes in French and Spanish designed to improve the teachers' own speaking ability. By 1986, the program had been expanded to include six 16-hour workshops focusing on such topics as "Linguistics," "Videotaping," "Conversation Methods and Materials," and "Materials Development." During 1986, 34 teachers of French, German, Latin, Spanish and English for Speakers of Other Languages (ESOL) participated in the workshop program, with most enrolling in several of the courses. The participants gave the program excellent evaluations and requested additional in-service training opportunities. As a result, a series of 10 16-hour workshops is planned for summer, 1987. The 1987 workshops will be supported financially by a grant from Title II of the Education for Economic Security Act, which will fund tuition stipends for 250 workshop enrollees. The bulk of the program description consists of course outlines corresponding to the 1986 workshop series; pre- and post-tests and self-evaluation instruments for workshop participants corresponding to the 10 workshops in the 1987 summer program. (PAA)

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WORKSHOPS FOR TEACHERS ON DEVELOPING ORAL PROFICIENCY

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The American Council on the Teaching of Foreign Languages
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WORKSHOPS FOR TEACHERS ON DEVELOPING ORAL PROFICIENCY

The Department of Foreign Languages at Tarrant County Junior College Northeast Campus has long recognized the value of teaching languages with a primary instructional emphasis on the development of oral communication competence in students. The curriculum in elementary and intermediate language courses as well as in other speciality courses in the department, such as listening comprehension and conversation, emphasizes oral communication. This heavy emphasis on oral skills creates a rather dramatic difference between the skills of TCJC students and those of the students from the area high schools who seek advanced placement into our intermediate-level courses. Noting these differences over a period of years, the language faculty at TCJC decided to initiate a program to encourage the faculty of the "feeder" schools to increase their oral emphasis in the classroom.

Simultaneously, at the state level, the "essential elements" in foreign language teaching and learning in the Texas public schools were rewritten to emphasize heavily the development of oral proficiency in students.

The research of numerous psycholinguists indicates that if students are to become proficient in a new language, they must hear the language extensively before trying to speak it, the input they receive must be both accurate and comprehensible, and they must feel secure enough to risk trying to produce language. Many teachers, however, are not proficient enough themselves to provide the quality of instruction needed. Many have never possessed good speaking skills; some have lost much of their oral facility while teaching beginners during several years without travel or study time for themselves; others cannot provide a secure environment because of their own insecurity in speaking the language.

Furthermore, with the increasing language enrollments in secondary schools, some teachers who have specialized in other disciplines but who took foreign language courses in college, perhaps many years ago, are being assigned classes in foreign languages. In addition, many teachers are lacking in techniques and materials for teaching and testing oral proficiency in students. Teachers in all these categories need assistance in the area of language for oral communication.

The simultaneous recognition of need by state educational leaders, by the TCJC faculty, and by the area language teachers for professional development in the area of oral proficiency

created an opportunity for TCJC to assume a leadership role with the area teachers. Beginning in the fall of 1983, Northeast Campus has offered conversation classes each semester to teachers of French and of Spanish in order to provide time, organization, motivation, and an environment where teachers could use their language with other speakers who were not beginning students.

During the summer of 1985, the department offered one workshop for teachers of foreign languages. The Color Connection was taught by Pam Kaatz, originator of the method and author of the materials, to eleven teachers from the area schools.

During the summer of 1986, the program was expanded to include six 16-hour workshops, all related to the theme of Languages for Oral Communication. Thirty-four teachers participated for a total of 104 workshop enrollments, most of them taking several of the courses offered. Each session enrolled from 12 to 24 participants. The 1986 offerings included the Color Connection, a Best Practices Seminar, Linguistics, Videotaping, Conversation Methods and Materials, and Materials Development. Course outlines for these workshops are in **Appendix A.**

A flexible schedule allowed teachers to take from one to six workshops; to be in class mornings only, afternoons only, or all day; and to come to campus one, two, or three weeks. Thus, they could arrange their professional development workshops around their other summer commitments. (See Table I for enrollment details by course and Table II for enrollments by language taught.)

TABLE I

ENROLLMENT BY COURSE

Linguistics	12
Videotaping	12
Color Connection	18
Best Practices	18
Materials Development	20
Conversation Methods	24
Total	104

TABLE II

ENROLLMENT BY LANGUAGE TAUGHT

Spanish	49
French	37
ESOL	13
German	4
Latin	1
Total	104

The teachers enrolled in the workshops gave the program excellent evaluations and requested additional opportunities to continue their in-service training at TCJC. During the fall, 1986, the enrollment for the conversation classes for teachers increased dramatically. In addition, many of the teachers of French stayed after their conversation class each Monday evening for the course in French films which followed.

In response to the requests of the 1986 participants, a series of ten 16-hour workshops has been planned for the summer of 1987 for teachers of French, German, Spanish, and English for Speakers of Other Languages. The workshops are again designed to relate to the theme of Languages for Oral Communication.

Oral Proficiency Testing will be taught by Dr. Marion Webb of Houston Baptist University, Houston, Texas.

Curriculum for Oral Proficiency will be taught by Dr. Joan Manley of the University of Texas at El Paso.

Conversation Methods and Materials will be taught by Dr. James Hendrickson of Lansing Community College, Michigan.

Shared Practices Seminar will provide participants the opportunity to share their most effective instructional strategies, games, and materials.

Materials Design and Development will be a practicum in development of instructional materials for classroom use.

Color Connection includes color-coded teaching techniques and preparation of a personal set of materials.

Films in French and **Films in Spanish** offer the viewing of a series of current movies available on videocassette.

Conversation in French and **Conversation in Spanish** will be based on the films viewed each day.

(Pre- and post-assessment instruments for each of these workshops are in **Appendix B** of this document.)

The 1987 workshops will be supported by a grant from Title II of the Education for Economic Security Act. With this grant TCJC is able to offer tuition stipends to 250 workshop enrollees. In addition, $50 for the cost of materials development will be made available to the first 90 registrants

in Color Connection, Materials Design and Development, and the Shared Practices Seminar.

In addition to the summer workshops, TCJC Northeast Campus is continuing its program of conversation classes for teachers in French and in Spanish each fall and spring semester. Additionally, during the fall semesters the course in French films is scheduled immediately following the French conversation for the convenience of the area teachers; during the spring semester the same schedule is provided for the teachers in Spanish.

The participation of the language teachers from the area elementary, junior high, and senior high schools has benefitted the TCJC foreign language faculty as well as the participating local teachers. Mutual respect among the instructors from the various academic levels has been developed. Creative ideas for activities and materials have been shared. Common goals and objectives have been discovered and/or verbalized. New vitality and energy have been sparked along with the new friendships. The Department of Foreign Languages at TCJC Northeast Campus believes that its efforts to develop and sustain this program have been worthwhile.

APPENDIX A

1986 SUMMER WORKSHOPS FOR TEACHERS OF FOREIGN LANGUAGES

COURSE OUTLINES

1. The Color Connection
2. Best Practices Seminar
3. Linguistics
4. Videotaping Activities for Students
5. Conversation Methods and Materials
6. Materials Development

WORKSHOP FOR TEACHERS OF FOREIGN LANGUAGES
COLOR CONNECTION

COURSE OUTLINE

I. COURSE DESCRIPTION

A 16-hour workshop for teachers of French, German, Spanish, and English for Speakers of Other Languages in which color-coded teaching techniques will be demonstrated and personal sets of teaching materials will be prepared.

II. TARGET POPULATION
Teachers of French, German, Spanish, and English for Speakers of Other Languages in elementary and secondary schools and in higher education in the public and private sectors.

III. COURSE CONTENT

A. Use of colors, symbols, and visuals to teach abstract ideas in a concrete way.

1. Colors

a. Verbs, all tenses
b. Pronouns, all cases
c. Adjectives, gender and number
d. Days of week
e. Question/answer

2. Symbols

a. Time concepts
b. Commands

3. Visuals

a. Interrogatives
b. Meaning

4. Physical involvement

B. Development of materials by participants

IV. SPECIAL NOTES

TEA-approved workshop for 16 hours of advanced academic training for advancement on the career ladder. Certificate to be granted at end of session.

WORKSHOP FOR TEACHERS OF FOREIGN LANGUAGES
BEST PRACTICES SEMINAR

COURSE OUTLINE

I. COURSE DESCRIPTION

A 16-hour workshop for teachers of French, German, Spanish, and English for Speakers of Other Languages in which each participant presents one or more of his most effective instructional strategies, games, or materials from his own teaching experience.

II. TARGET POPULATION

Teachers of French, German, Spanish, and English for Speakers of Other Languages in elementary and secondary schools and in higher education in the public and private sectors.

III. COURSE CONTENT

A. Each participant to demonstrate at least one of his most effective teaching techniques or materials.

B. Materials to be considered include:

1. Games that teach
2. Visual materials
3. Interesting ways of presenting grammar
4. Testing techniques
5. Structuring role play
6. Worksheets that are more than busy work
7. Incorporating cultural topics into the classroom
8. Dealing with a two-level class
9. Videotape techniques
10. Creative use of native speakers or community resource people.
11. Using authentic materials
12. Imaginative bonus activities
13. Conversation stimuli
14. Computer uses

IV. SPECIAL NOTES

TEA-approved workshop for 16 hours of advanced academic training for advancement on the career ladder. Certificate to be granted at end of session.

WORKSHOP FOR TEACHERS OF FOREIGN LANGUAGES
LINGUISTICS

COURSE OUTLINE

I. COURSE DESCRIPTION

A 16-hour workshop for teachers of French, German, Spanish, and English for Speakers of Other Languages examining the mechanics of language and considering the use of linguistic concepts in the development of materials for non-native language instruction.

II. TARGET POPULATION

Teachers of French, German, Spanish, and English for Speakers of Other Languages in elementary and secondary schools and in higher education in the public and private sectors.

III. COURSE CONTENT

A. Linguistic topics to be discussed include:

1. Phonology
2. Morphology
3. Syntax
4. Semantics
5. Speech situations

B. Materials to be considered include:

1. Instructional materials
2. Exercises
3. Evaluation materials

IV. SPECIAL NOTES

TEA-approved workshop for 16 hours of advanced academic training credit for advancement on the Texas Master Teacher Career Ladder.

WORKSHOP FOR TEACHERS OF FOREIGN LANGUAGES
VIDEOTAPING ACTIVITIES FOR THE CLASSROOM

COURSE OUTLINE

I. COURSE DESCRIPTION

A 16-hour workshop for teachers of French, German, Spanish, and English for Speakers of Other Languages in which varied activities with beginning to advanced language students are presented and demonstrated. Actual studio taping sessions provide opportunities for on-camera experience as well as use of video equipment.

II. TARGET POPULATION

Teachers of French, German, Spanish, and English for Speakers of Other Languages in elementary and secondary schools and in higher education in the public and private sectors.

III. COURSE CONTENT

A. Presentations and demonstrations
   1. Extemporaneous skits targeting on specialized vocabulary and grammar concepts.
      a. At a restaurant
      b. Asking directions
      c. Passing through customs
      d. At the Post Office
      e. Santa Claus visit-future and conditional tenses
      f. The Angel and the Devil-negation
   2. Prepared skits at appropriate levels
      a. Fairy tales
      b. Adapted excerpts from target language literature
      c. Poetry recitation
      d. Dual-acting cuttings from target language literature
      e. Large-group plays
      f. Original skits

B. Studio sessions
   1. On-camera practice
   2. Behind-the-camera practice

C. Preparation of sample materials based on the demonstrated techinques and materials.

IV. SPECIAL NOTES

TEA-approved workshop for 16 hours of advanced academic training for advancement on the career ladder. Certificate to be granted at end of session.

WORKSHOP FOR TEACHERS OF FOREIGN LANGUAGES
METHODS FOR CONVERSATION CLASSES

COURSE OUTLINE

I. COURSE DESCRIPTION

A 16-hour workshop for teachers of French, German, Spanish, and English for Speakers of Other Languages in which techniques and materials to encourage participation in conversation classes are presented, discussed, and developed.

II. TARGET POPULATION

Teachers of French, German, Spanish, and English for Speakers of Other Languages in elementary and secondary schools and in higher education in the public and private sectors.

III. COURSE CONTENT

A. Presentations and demonstrations
   1. One-liners through slides
   2. Checklists and questionaires
      a. Checklists
      b. Rating scales - desirability
      c. Rating scales - frequency
      d. Rating scales - preference
      e. Rating scales - Attitudes
      f. Multiple choice
      g. Open-ended statements
      h. Forced choice
   3. Role play assignments by paired cards
   4. Group activities
   5. Paired activities

B. Preparation of sample materials based on the demonstrated techniques and materials.

IV. SPECIAL NOTES
TEA-approved workshop for 15 hours of advanced academic training for advancement on the career ladder. Certificate to be granted at end of session.

WORKSHOP FOR TEACHERS OF FOREIGN LANGUAGES
MATERIALS DEVELOPMENT WORKSHOP

COURSE OUTLINE

I. COURSE DESCRIPTION

A 16-hour workshop for teachers of French, German, Spanish, and English for Speakers of other Languages in which participants will devlop a variety of instructional materials for use in their own classrooms.

II. TARGET POPULATION

Teachers of French, German, Spanish and English for Speakers of Other Languages in elementary and secondary schools and in higher education in the public and private sectors.

II. COURSE CONTENT

Each participant to produce sets of teaching materials appropriate for students in his language area and age level.

B. Materials to be considered include:

1. Language Master Cards
2. 35mm slides
3. Flash cards
4. Role-play paired cards
5. Felt board characters
6. Bulletin board displays
7. Color code charts
8. Checklists and questionaires
9. Worksheets
10. Videotapes
11. Audiotapes
12. Scripts for audiotapes or videotapes
13. Transparencies
14. Lists for scavenger hunts
15. Rules for games
16. Bonus board research questions
17. "Counterfeit" money for bonus awards
18. Crossword puzzles

IV. SPECIAL NOTES

TEA-approved workshop for 16 hours of advanced academic training for advancement on the career ladder. Certificate to be granted at end of session.

APPENDIX B

1987 SUMMER WORKSHOPS FOR TEACHERS OF FOREIGN LANGUAGES

PRE- AND POST- ASSESSMENTS

1. Oral Proficiency Testing
2. Curriculum for Oral Proficiency
3. Conversation Methods and Materials
4. Shared Practices Seminar
5. Materials Design and Development
6. Color Connection
7. Films in French
8. Films in Spanish
9. Conversation in French
10. Conversation in Spanish

PRE-ASSESSMENT

Oral Proficiency Testing

1. I would rate my proficiency in Oral Proficiency Testing at the level of:

   ____ Novice ____ Intermediate ____ Advanced ____Superior

2. I would expect candidates to have rather consistent oral control of the following functions by the levels indicated.

   (Use N - Novice; I - Intermediate; A - Advanced; S - Superior)

____ a. Recombine elements and create with the language

____ b. Describe and narrate in past, present, and future time.

____ c. Describe with pretty full control in present time but <u>not</u> in past or future

____ d. Speak in paragraphs

____ e. Speak in sentences

____ f. Speak about a wide range of abstract topics

____ g. Speak about a wide range of concrete topics

____ h. Support opinions and points of view

____ i. Name colors, days of the week and basic objects

3. I would expect that by the levels indicated, candidates could fairly consistenly handle the following questions/topics in the F.L.

   (Use N - Novice; I - Intermediate; A- Advanced; S - Superior)

____ a. There has been a lot of talk lately about the need for a state income tax in Texas. Please explain your point of view on this matter.

____ b. What classes are you taking this semester?

____ c. Please describe what you did last summer.

____ d. Please describe what you do on a typical day at school.

____ e. So you've lived in both Dallas and Houston. How would you compare the two cities?

____ f. Tell me some of the things you see in this room.

____ g. Situation: You are at the travel agency. Ask the cost of a round-trip airline ticket from Houston to Mexico City. Ask when there are flights. Ask how much the ticket costs. Tell the agent when you want to go.

____ h. What are some of your plans for next summer?

Signature _____ Date _____

Prepared for Tarrant County Junior College
by Dr. Marion Webb
Houston Baptist University

POST-ASSESSMENT

Oral Proficiency Testing

1. I would rate my proficiency in Oral Proficiency Testing at the level of:

   ____ Novice ____ Intermediate ____ Advanced ____ Superior

2. I would expect candidates to have rather consistent oral control of the following functions by the levels indicated.

   (Use N - Novice; I - Intermediate; S - Superior)

____ a. Recombine elements and create with the language

____ b. Describe and narrate in past, present, and future time

____ c. Describe with pretty full control in present time but <u>not</u> in past or future

____ d. Speak in paragraphs

____ e. Speak in sentences

____ f. Speak about a wide range of abstract topics.

____ g. Speak about a wide range of concrete topics

____ h. Support opinions and points of view.

____ i. Name colors, days of the week and basic objects

3. I wold expect that by the levels indicated, candidates could fairly consistently handle the following questions/topics in the F.L.

   (Use N - Novice; I - Intermediate; A - Advanced; S - Superior)

____ a. There has been a lot of talk lately aobut the need for a state income tax in Texas. Please explain your point of view on this matter.

____ b. What classes are you taking this semester?

____ c. Please describe what you did last summer.

____ d. Please describe what you do on a typical day at school.

____ e. So you've lived in both Dallas and Houston. How would you compare the two cities?

____ f. Tell me some of the things you see in this room.

____ g. Situation: You are at the travel agency. Ask the cost of a round-trip airline ticket from Houston to Mexico City. Ask when there are flights. Ask how much the ticket costs. Tell the agent when you want to go.

____ h. What are some of your plans for next summer?

Signature _____ Date _____

Prepared for Tarrant County Junior College
by Dr. Marion Webb
Houston Baptist University

PRE-ASSESSMENT
Curriculum for Proficiency

1. I rate my proficiency in Proficiency-based Curriculum at the level of:

   ____ Novice ____ Intermediate ____ Advanced ____ Superior

2. I rate my familiarity with the follwing concepts/ideas/terms in the context of proficiency-based curriculum as follows:

		unfamiliar				very familiar
a)	Function	1	2	3	4	5
B)	Content/Context	1	2	3	4	5
c)	Accuracy	1	2	3	4	5
d)	Contextualizing	1	2	3	4	5
e)	Recycling	1	2	3	4	5
f)	Concept control	1	2	3	4	5
g)	Partial control	1	2	3	4	5
h)	Full control	1	2	3	4	5

3. I would rate the importance of the following components for as follows: (1 indicates most important, 5 least important)

   1) textbook contents
      reading passages ____
      exercises ____
      grammar explanations ____
      cultural content ____
      pronunciation explanation and practice ____

   2) classroom activities
      lectures by teacher ____
      small group work ____
      written exercises ____
      tests ____
      individual or paired activities ____

   3) testing
      oral ____
      writing ____
      grammar rules ____
      exceptions to rules ____
      listening and reading ____

Signature _____ Date _____

Prepared for Tarrant County Junior College
by Dr. Joan Manley
University of Texas at El Paso

POST-ASSESSMENT
Curriculum for Proficiency

1. I rate my proficiency in Proficiency-based Curriculum at the level of:

____ Novice ____ Intermediate ____ Advanced ____ Superior

2. I rate my familiarity with the follwing concepts/ideas/terms in the context of proficiency-based curriculum as follows:

		unfamiliar				very familiar
a)	Function	1	2	3	4	5
B)	Content/Context	1	2	3	4	5
c)	Accuracy	1	2	3	4	5
d)	Contextualizing	1	2	3	4	5
e)	Recycling	1	2	3	4	5
f)	Concept control	1	2	3	4	5
g)	Partial control	1	2	3	4	5
h)	Full control	1	2	3	4	5

3. I would rate the importance of the following components for as follows:
(1 indicates most important, 5 least important)

1) textbook contents
reading passages ____
exercises ____
grammar explanations ____
cultural content ____
pronunciation explanation and practice ____

2) classroom activities
lectures by teacher ____
small group work ____
written exercises ____
tests ____
individual or paired activities ____

3) testing
oral ____
writing ____
grammar rules ____
exceptions to rules ____
listening and reading ____

Signature _____ Date _____

Prepared for Tarrant County Junior College
by Dr. Joan Manley
University of Texas at El Paso

PRE-ASSESSMENT
Conversation Methods and Materials

Please respond to each statement by circling an appropriate number.

A. Indicate your knowledge of oral proficiency.

	NONE		SOME		MUCH
1. The meaning of proficiency	1	2	3	4	5
2. Achievement versus proficiency	1	2	3	4	5
3. Functional language proficiency	1	2	3	4	5
4. Most recent ACTFL Guidelines	1	2	3	4	5
5. Levels of proficiency	1	2	3	4	5
6. Students' proficiency needs	1	2	3	4	5

B. Indicate your knowledge of oral proficiency techniques.

	NONE		SOME		MUCH
1. Interview-type activities	1	2	3	4	5
2. Description-type activities	1	2	3	4	5
3. Role play activities	1	2	3	4	5
4. Storytelling activities	1	2	3	4	5
5. Other oral proficiency activities	1	2	3	4	5
6. How to create oral proficiency materials	1	2	3	4	5

Signature _____ Date _____

POST-ASSESSMENT
Conversation Methods and Materials

Please respond to each statement by circling an appropriate number.

A. Indicate your knowledge of oral proficiency.

	NONE		SOME		MUCH
1. The meaning of proficiency	1	2	3	4	5
2. Achievement versus proficiency	1	2	3	4	5
3. Functional language proficiency	1	2	3	4	5
4. Most recent ACTFL Guidelines	1	2	3	4	5
5. Levels of proficiency	1	2	3	4	5
6. Students' proficiency needs	1	2	3	4	5

B. Indicate your knowledge of oral proficiency techniques.

	NONE		SOME		MUCH
1. Interview-type activities	1	2	3	4	5
2. Description-type activities	1	2	3	4	5
3. Role play activities	1	2	3	4	5
4. Storytelling activities	1	2	3	4	5
5. Other oral proficiency activities	1	2	3	4	5
6. How to create oral proficiency materials	1	2	3	4	5

Signature _____ Date _____

Pre-Assessment
Shared Practices Seminar

1. Materials that I have designed and developed myself that are particularly effective in the classroom are:

_____
_____
_____
_____

2. Ideas for materials that I have borrowed from other language teachers are:

_____ borrowed from _____
_____ borrowed from _____
_____ borrowed from _____
_____ borrowed from _____

3. Activities that I use frequently that students like are:

_____
_____
_____
_____

4. Activities that I use occasionally for special effect are:

_____ used to _____
_____ used to _____
_____ used to _____
_____ used to _____

5. I am especially in the market for ideas for activities and materials that:

_____
_____
_____
_____

Signature _____ Date _____

Post-Assessment
Shared Practices Seminar

1. Materials that I have developed during this workshop for use in classes next semester are:

_____
_____
_____
_____

2. Ideas for materials that I have gained from a colleague in class and that I hope to try sometime during the next academic year are:

_____ borrowed from _____
_____ borrowed from _____
_____ borrowed from _____
_____ borrowed from _____

3. New activities that I can use frequently are:

_____
_____
_____
_____

4. Activities that I have learned that I plan to use for special effect are:

_____ to be used to _____
_____ to be used to _____
_____ to be used to _____
_____ to be used to _____

5. I am especially pleased to have learned:

_____
_____
_____
_____

Signature _____ Date _____

Pre-Assessment
Materials Development Workshop

1. Materials that I have designed and developed myself that are particularly effective in the classroom are:

_____

_____

_____

2. I have at my disposal sufficient pedagogical materials (excluding texts, workbooks and worksheets) for use in my classroom that aid in teaching in the following areas:

		yes	no
a.	vocabulary	_____	_____
b.	subject-verb agreement	_____	_____
c.	noun-adjective agreement	_____	_____
d.	verb conjugation	_____	_____
e.	pronoun cases	_____	_____
f.	culture	_____	_____
g.	geography	_____	_____
h.	conversation	_____	_____

3. I rate my current supply of the following pedagogical materials as:

		inadequate				most adequate
a.	slides	1	2	3	4	5
b.	visual aids	1	2	3	4	5
c.	computer-generated art	1	2	3	4	5
d.	audio tapes (excluding text-accompanied)	1	2	3	4	5
e.	teaching games	1	2	3	4	5
f.	posters and signs	1	2	3	4	5

Signature_____Date_____

Post-Assessment
Materials Development Workshop

1. Materials that I have developed in this workshop that will be particularly effective in the classroom are:

_____

_____

_____

2. I now have at my disposal these **additional** pedagogical materials for use in my classroom that will aid in teaching in the following areas:

	yes	no
a. vocabulary	_____	_____
b. subject-verb agreement	_____	_____
c. noun-adjective agreement	_____	_____
d. verb conjugation	_____	_____
e. pronoun cases	_____	_____
f. culture	_____	_____
g. geography	_____	_____
h. conversation	_____	_____

3. I feel that I have increased my supply of the following pedagogical materials :

	not at all				significantly
a. slides	1	2	3	4	5
b. visual aids	1	2	3	4	5
c. computer-generated art	1	2	3	4	5
d. audio tapes (excluding text-accompanied)	1	2	3	4	5
e. teaching games	1	2	3	4	5
f. posters and signs	1	2	3	4	5

Signature_____ Date_____

PRE-ASSESSMENT
COLOR CONNECTION WORKSHOP

I would rate my awareness of the following current Foreign Language teaching/learning theories/theorists as:

		Unaware					Aware
a.	Piaget's reality	0	1	2	3	4	5
b.	Hemisphericity (right-brained input)	0	1	2	3	4	5
c.	Lazanov (super-learning)	0	1	2	3	4	5
d.	Asher (TPR)	0	1	2	3	4	5
e.	Winitz (comprehension)	0	1	2	3	4	5
f.	Linear/Non-linear	0	1	2	3	4	5
g.	Explicit/Implicit	0	1	2	3	4	5
h.	Terrell/Krasher (natural approach)	0	1	2	3	4	5
i.	Terrell (Binding Theory)	0	1	2	3	4	5

Signature_____ Date_____

POST-ASSESSMENT
COLOR CONNECTION WORKSHOP

I would rate my awareness of the following current Foreign Language teaching/learning theories/theorists as:

	Unaware				Aware
a. Piaget's reality	0	1	2	3	4	5
b. Hemisphericity (right-brained input)	0	1	2	3	4	5
c. Lazanov (super-learning)	0	1	2	3	4	5
d. Asher (TPR)	0	1	2	3	4	5
e. Winitz (comprehension)	0	1	2	3	4	5
f. Linear/Non-linear	0	1	2	3	4	5
g. Explicit/Implicit	0	1	2	3	4	5
h. Terrell/Krasher (natural approach)	0	1	2	3	4	5
i. Terrell (Binding Theory)	0	1	2	3	4	5

I have increased my awareness of the following:

	Not at all				Greatly
a. Piaget's reality	0	1	2	3	4	5
b. Hemisphericity	0	1	2	3	4	5
c. Lazanov	0	1	2	3	4	5
d. Asher	0	1	2	3	4	5
e. Winitz	0	1	2	3	4	5
f. Linear/Non-linear	0	1	2	3	4	5
g. Explicit/Implicit	0	1	2	3	4	5
h. Terrell/Krasher	0	1	2	3	4	5
i. Terrell (Binding)	0	1	2	3	4	5

I have materials/activities to implement these theories in my classroom:

	None					Many
a. Piaget's reality	0	1	2	3	4	5
b. Hemisphericity	0	1	2	3	4	5
c. Lazanov	0	1	2	3	4	5
d. Asher	0	1	2	3	4	5
e. Winitz	0	1	2	3	4	5
f. Linear/Non-linear	0	1	2	3	4	5
g. Explicit/Implicit	0	1	2	3	4	5
h. Terrell/Krasher	0	1	2	3	4	5
i. Terrell (Binding)	0	1	2	3	4	5

Signature_____ Date_____

Pre-Assessment
French Films

1. Films in French that I have seen are:

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

2. My favorite French film actors are:

_____ _____

_____ _____

_____ _____

3. My favorite film actresses are:

_____ _____

_____ _____

_____ _____

4. French film directors whose work I have seen are:

_____ _____

_____ _____

_____ _____

5. What differences have you noticed in French cinema and American cinema?

_____

_____

_____

Signature_____Date_____

Post-Assessment
French Films

1. Films in French that I have seen are:

_____ _____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

2. My favorite French film actors are:

_____ _____

_____ _____

_____ _____

3. My favorite film actresses are:

_____ _____

_____ _____

_____ _____

4. French film directors whose work I have seen are:

_____ _____

_____ _____

_____ _____

5. What differences have you noticed in French cinema and American cinema?

_____

_____

_____

Signature_____ Date_____

Pre-Assessment
Spanish Films

1. Films in Spanish that I have seen are:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. My favorite Spanish film actors are:

_____	_____
_____	_____
_____	_____

3. My favorite film actresses are:

_____	_____
_____	_____
_____	_____

4. Spanish film directors whose work I have seen are:

_____	_____
_____	_____
_____	_____

5. What differences have you noticed in Spanish cinema and American cinema?

_____

_____

_____

Signature_____Date_____

Post-Assessment
Spanish Films

1. Films in Spanish that I have seen are:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. My favorite Spanish film actors are:

_____	_____
_____	_____
_____	_____

3. My favorite film actresses are:

_____	_____
_____	_____
_____	_____

4. Spanish film directors whose work I have seen are:

_____	_____
_____	_____
_____	_____

5. What differences have you noticed in Spanish cinema and American cinema?

_____

_____

_____

Signature_____Date_____

Pre-Assessment
Conversation for Teachers of French

1. How would you describe your current oral abilities in French?

_____Novice Low	_____Advanced Low
_____Novice Mid	_____Advanced Mid
_____Novice High	_____Advanced High
_____Intermediate Low	_____Superior
_____Intermediate Mid	
_____Intermediate High	

2. How confident of your abilities in French do you feel in each of these situations?

	not at all				very
a. In your classes	1	2	3	4	5
b. With students outside of class	1	2	3	4	5
c. With colleagues	1	2	3	4	5
d. With other teachers from other schools	1	2	3	4	5
e. In formal situations with predetermined topics	1	2	3	4	5
f. In social situations with native speakers	1	2	3	4	5
g. With native speakers in their country	1	2	3	4	5

3. Indicate your strengths and weaknesses in each area.

	weak				strong
a. Grammar	1	2	3	4	5
b. Classroom vocabulary	1	2	3	4	5
c. Casual conversation vocabulary	1	2	3	4	5
d. Current events/political vocabulary	1	2	3	4	5
e. Literary vocabulary	1	2	3	4	5
f. Slang	1	2	3	4	5

Signature_____Date_____

Post-Assessment
Conversation for Teachers of French

1. How would you describe your current oral abilities in French?

_____Novice Low	_____Advanced Low
_____Novice Mid	_____Advanced Mid
_____Novice High	_____Advanced High
_____Intermediate Low	_____Superior
_____Intermediate Mid	
_____Intermediate High	

2. How confident of your abilities in French do you feel in each of these situations?

	not at all				very
a. In your classes	1	2	3	4	5
b. With students outside of class	1	2	3	4	5
c. With colleagues	1	2	3	4	5
d. With other teachers from other schools	1	2	3	4	5
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d. Current events/political vocabulary	1	2	3	4	5
e. Literary vocabulary	1	2	3	4	5
f. Slang	1	2	3	4	5

Signature 38 Date_____

Pre-Assessment
Conversation for Teachers of Spanish

1. How would you describe your current oral abilities in Spanish?

_____Novice Low	_____Advanced Low
_____Novice Mid	_____Advanced Mid
_____Novice High	_____Advanced High
_____Intermediate Low	_____Superior
_____Intermediate Mid	
_____Intermediate High	

2. How confident of your abilities in Spanish do you feel in each of these situations?

	not at all				very
a. In your classes	1	2	3	4	5
b. With students outside of class	1	2	3	4	5
c. With colleagues	1	2	3	4	5
d. With other teachers from other schools	1	2	3	4	5
e. In formal situations with predetermined topics	1	2	3	4	5
f. In social situations with native speakers	1	2	3	4	5
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	weak				strong
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b. Classroom vocabulary	1	2	3	4	5
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e. Literary vocabulary	1	2	3	4	5
f. Slang	1	2	3	4	5

Signature_____ Date_____

Post-Assessment
Conversation for Teachers of Spanish

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_____Novice Mid	_____Advanced Mid
_____Novice High	_____Advanced High
_____Intermediate Low	_____Superior
_____Intermediate Mid	
_____Intermediate High	

2. How confident of your abilities in Spanish do you feel in each of these situations?

	not at all				very
a. In your classes	1	2	3	4	5
b. With students outside of class	1	2	3	4	5
c. With colleagues	1	2	3	4	5
d. With other teachers from other schools	1	2	3	4	5
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c. Casual conversation vocabulary	1	2	3	4	5
d. Current events/political vocabulary	1	2	3	4	5
e. Literary vocabulary	1	2	3	4	5
f. Slang	1	2	3	4	5

Signature_____ Date_____

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